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ABSTRACT

This report is part of the effort by the State University of New York to assess, evaluate, and plan for efficient use of resources. The report covers seven areas: (1) funding, which includes data on percent of revenue derived from tuition, trends in revenue sources, sources of community college revenues, costs for students living in dormitories, for commuter students, median family income, and expenditure and appropriation trends; (2) admission and enrollment data for freshmen and transfer students, minority applicants, and older students and women, and state trends; (3) graduation rates, including six- and four-year rates by race/ethnicity for baccalaureate and associate degree programs, and persistence and outcomes rates; (4) student and institutional quality, based on faculty satisfaction and average annual salary; (5) work force development, providing data for enrollment by region, degrees granted by level, and non-credit instructional activities; (6) graduate education and research, including trend data for program expenditures, for National Science Foundation awards, and for medical residents in primary care; and (7) management, including full-time equivalent comparisons, average number of classes taught, hours spent on professional activities, staffing trends, trends in fund-raising efforts, percent changes in number of employees by gender and race/ethnicity, and percent changes in faculty workloads. Data is presented in text, 10 tables and 27 figures. (CH)

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Preface

The purpose of SUNY's Performance Indicators Report is to meet the increasing demand from the public that higher education report on its accomplishments as well as its problems in a comprehensive manner by focusing on results as well as inputs.

This first report begins a new process that adds to already impressive efforts by the State University of New York to assess, evaluate, and plan for the effective and efficient use of its resources. The five generic goals of SUNY 2000 provide the framework for this report.

- Access in undergraduate education
- Excellence in undergraduate programs and services
- National competitiveness in graduate studies and research
- Meeting state needs in economic development, environmental conservation, health care, public education, and social services, and
- Management efficiency and effectiveness

With increased flexibility and greater autonomy has come the need for greater accountability. SUNY as a system must remain accountable to the state for the quality and the quantity of programs and services that its campuses provide.

The missing link for coupling autonomy to accountability has been a comprehensive yet comprehensible means for assessing regularly and publicly the degree to which the SUNY system and its colleges and universities are achieving these goals. The performance indicators fill this critical omission by presenting tangible evidence of results in relation to goals and funding. They demonstrate current results and provide a means of stimulating improved performance; they are directed to both internal and external audiences; they identify system goals, the indicators of performance, and the comparisons used to evaluate the results for system and campus administrators and faculty and staff. Use of the performance indicators will also permit SUNY trustees and system administrators to focus more on encouraging and evaluating results than on controls and constraints. They will also allow state officials and legislative leaders to concentrate more on results than on regulations of ensuring quality performance. By focusing on outcomes rather than means of achieving them, SUNY and state officials can ensure both accountability for common purposes and autonomy for campus operations.

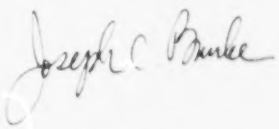
Although the consultative process used to develop the performance indicators was long, the goal was never in doubt. The indicators were initially presented with the realization that they were admittedly imperfect and that discussion would improve them but also with the conviction that the difficulty of the task must not derail their development. They were discussed twice at different stages with the Council of Presidents, which includes presidents from the full range of SUNY campuses. Both an initial version and a final draft of the outline were sent to all presidents for comment; and the Academic Planning Committee of the Board of Trustees reviewed both the first and the final drafts. A task group of system and campus administrators and faculty representatives refined and revised the proposed indicators. The final document was discussed with faculty union leaders prior to the presentation to, and approval by, the Board of Trustees in February 1993.

The task of designing and implementing performance indicators was difficult, even daunting, because SUNY undertook development of its performance report without a state mandate. This, along with the comprehensive nature of a report

involving the full array of campus types, distinguishes SUNY's effort from others. The plan for assessing results requires mutual trust between state officials and university leaders. State officials will insist that the evaluation of performance be candid and complete; and university administrators and faculty will demand that the findings not be distorted or misused. Any candid and unbiased evaluation will uncover shortcomings as well as achievements, for no system, sector, or campus can perform all of the multiple functions of a public university equally well, especially in times of budget constraints. Campus administrators, faculty, and staff will naturally be unwilling to undergo such public scrutiny without the assurance from system and state officials that the results will be evaluated fully and fairly. System and state officials should consider achievements as well as shortcomings and funding as well as results. Most important, state and SUNY officials must agree that the performance reports will be used as a means to improve performance and not as an excuse to reduce resources.

SUNY's pledge to produce performance reports is based on the belief that it is the best way to respond to our critics, to ensure system accountability, and to support additional autonomy. The Performance Indicators Report represents the best response to the productivity challenge, for it will show that SUNY is concerned with results as well as resources. Perhaps critics of public higher education would trouble us less if we concede that criticism as well as charity should begin at home with ourselves. Before we complain more to state governments about what they do for us, we should report regularly what we do for them.

I hope you find the material helpful and invite you to send us comments on how to make future versions even more useful.



Joseph C. Burke
Provost and Vice Chancellor
for Academic Affairs

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Introduction

In this report the State University system will examine its enterprise and provide some basic indices of the condition of the system comparing it where possible with its own history, peer institutions and State and national trends. Naturally a report this comprehensive looking at the University over time and in a larger State and national context is limited largely by existing data sources. These are extensive but they do constrain certain comparisons. More particularly the report will look at:

- Funding
- Undergraduate Education
  - Admissions and Enrollment – Access
  - Graduation and Time to Degree
- Undergraduate Quality – Student and Institution
- Work Force Development
- Graduate Education and Research, and
- Management

In **funding** the report will look at the total funding level of the university system, the source of these funds, the State University's tuition income compared to peer institutions and national averages and trends in educational and general expenditures per student for comparable institutional clusters in different sectors such as public peer institutions, national public averages, NYS private institutions etc. The report also looks at trends that the national data reveal about New York State's fiscal support of colleges and universities and the public sector in particular. It also looks at the adequacy of the University's funding compared to its modeled need as measured by good practice at peer institutions.

In **undergraduate education** there are several factors reviewed. The education of undergraduates lies at the heart of the University's mission. As a State system there is a commitment to provide access and opportunity to the residents of the State of New York to a first class University system. The report reviews the opportunity for high school students and transfers to be admitted to the system, the graduation rates of the system compared to national peer institutions, and how graduation rates vary by gender and other demographic characteristics. The report shows how the University has changed over the last several years in the demographic composition of its student body.

There is an examination the students' assessment of their experience as measured through several administrations of the American College Testing (ACT) Student Opinion Survey, and some idea of what the State University's institutions are doing in response to a call by the Provost to develop assessment programs. There is a measure of faculty opinion of various education goals and institutional priorities as measured by the (UCLA) Higher Education Research Institute (HERI) Faculty Opinion Survey administered to SUNY campuses and a sample of campuses nationwide.

In the area of **work force development** the State University reviews the offerings and opportunities it provides to the residents of the State and its contribution to the work force of the State.

Graduate education and research will be described in terms of the extent of the University's graduate activity, its share of the State total and growth in research in recent years compared to State and national trends.

Introduction

University **management** will be described in terms of several measures including the adequacy of University planning and projections, staffing trends over the last several years, staffing comparisons to national and peer averages, the competitiveness of faculty salaries, and faculty responses to the HERI Faculty Opinion Survey on faculty satisfaction measures. Trends in staffing changes by race/ethnicity and gender will also be examined. The relative spending on the physical plant will be compared to regional averages, and its condition will also be described. The changes in voluntary support of the University are also measured.

In looking at the status of the State University of New York, it is often helpful to make comparisons of our status with others. The grouping of institutions which are most widely used for these comparisons within the purview of this document are designated as "Public Peers". These institutions are located primarily within 17 states which were chosen on the basis of their population and economic activity to have economic and demographic characteristics similar to New York State. Institutions were chosen from several national groupings so as to include institutions similar in nature to those in SUNY – University Centers, University Colleges, Health Science Centers, Specialized Colleges, Statutory Colleges, Colleges of Technology/Agriculture and the Community Colleges. Various comparisons to public peers, as well as to other institutional groupings, will be found throughout this document.

There is no one way to construct such an extensive set of measures. There is a trade-off between comprehensiveness and timeliness. National data for example, even the most recent, are often two years old particularly for end of year data bases such as finance. Nevertheless the effort is worthwhile as a start. It is expected that the process will evolve and that future efforts will sharpen points of greatest interest. Future efforts will also bring in the opinions of constituencies not yet included here. For example we intend to inaugurate a system-wide follow-up of graduates through the ACT Alumni Outcomes Survey. This will provide valuable insight into alumni assessment of the educational experience they received at the State University. It is our intent that the process be mutually beneficial to all parties involved in the University Community and the governmental and legislative bodies which support it. Ultimately, the people of the State of New York are the beneficiaries of an excellent University system and that is our goal.

I. Funding

What are the sources of the University's revenue for the State-operated campuses and how has this changed in the last several years?

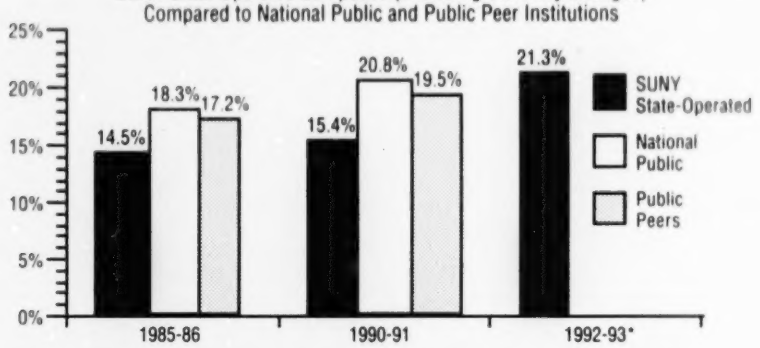
The sources of revenue for the State-operated campuses for the 1992-93 fiscal year were:

Tuition	**21.3%**
NYS Appropriations	**52.1%**
Other	**26.6%**

where "other" includes 1) government grants and contracts, 2) private gifts and contracts and 3)endowment income.

The State-operated campuses do not derive as much of their funding from tuition as our public peer institutions, although they have become more reliant on tuition income.

Figure 1.
Percent of Revenue Derived from Tuition
SUNY State-Operated Campuses (Excluding Statutory Colleges)
Compared to National Public and Public Peer Institutions



Total current funds revenue excluding sales and services of educational activities, auxiliary enterprises, hospitals, other sources and independent operations.

**National Public and Public Peers data not available*

If one looks at the University's total revenues, including hospital activities and auxiliary enterprises, how have the shares of the sources of the University's revenue for the State-operated campuses changed in the last several years?

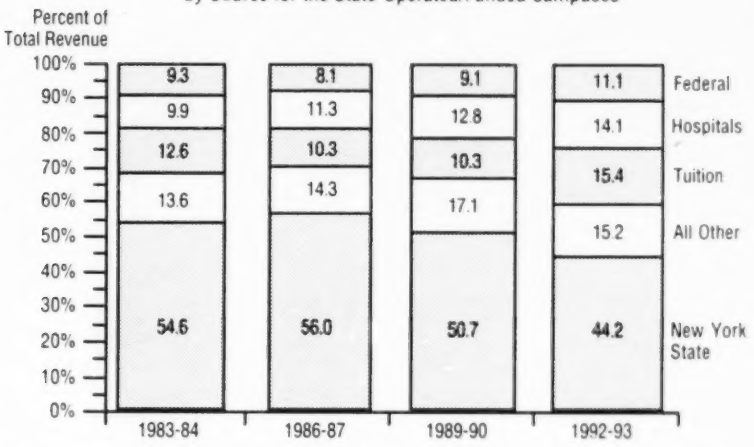
The sources of revenue for the State-operated campuses from 1983-84 to 1992-93 changed as follows:

Tuition	From 12.6% of total to 15.4%, a 22.2% increase
NYS	**From 54.6% of total to 44.2%, a 19.0% decrease**
Federal	From 9.3% of total to 11.1%, a 19.35% increase
Hospitals	From 9.9% of total to 14.1%, a 42.4% increase
All Other	From 13.6% of total to 15.2%, a 11.8% increase

(Note that, unlike national comparisons which must exclude certain categories of revenue such as hospitals to preserve the comparability of common institutional operations, this analysis includes all revenues and operations.)

During this period, State funding of the State-operated campuses declined significantly as a share of the total; tuition, federal and hospital income increased significantly as a share of the total.

Figure 2.
Trends in the Percent of Total University Revenues
by Source for the State-Operated/Funded Campuses



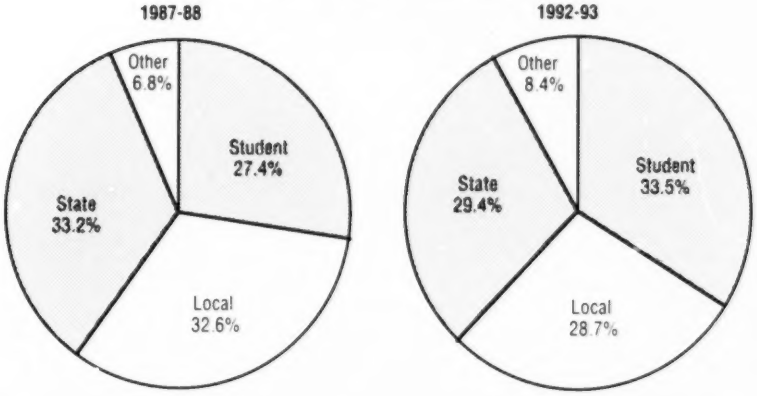
What are the sources of the University's revenue for the Community Colleges and how has this changed in the last several years?

Funding for SUNY Community Colleges was founded on the principle that the cost be shared equally among three sources: the student, the State, and the local sponsor.

Recently, the student has borne an increasing share. The student is providing 1/3 of the revenues or more while the local sponsor and the State are providing something less than 30% of the revenues. Half of the local governments contribute less than 20% of total revenues and some even as little as 10%.

Figure 3.
Sources of Community College Funding
State University of New York, 1987-88 and 1992-93

Source as a Percent of Total Funding



Are the University's tuition rates in line with comparable institutions in the region?

Comparisons of average tuition and fees for resident students at 4-year public institutions show that SUNY tuition and fee charges for students at the 4-year State-operated institutions are lower than the average costs at public institutions in the Middle States or New England regions of the country.

Figure 4.
Cost Comparisons for Students Living in Dormitories
4-Year Colleges, 1989-90 and 1992-93

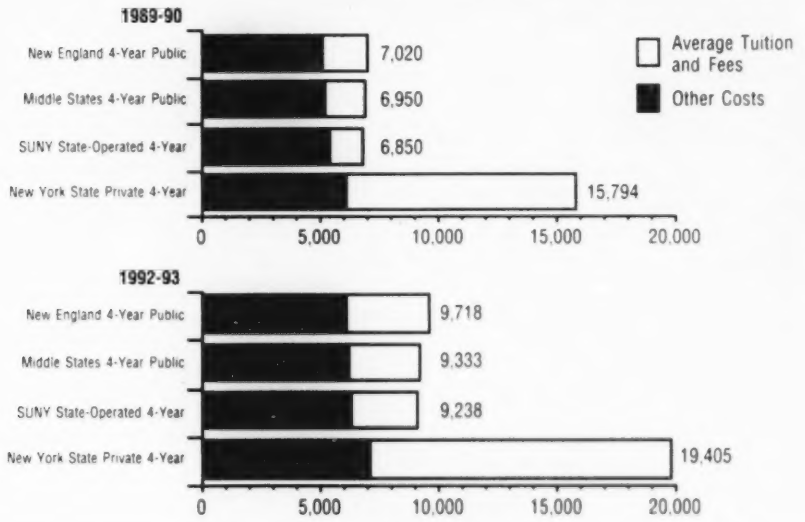
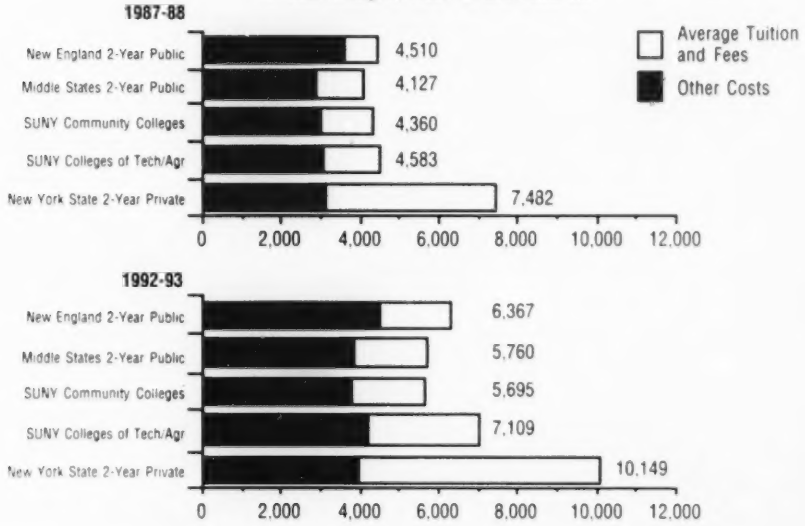


Figure 5.
Costs for Commuter Students
2-Year Colleges, 1987-88 and 1992-93



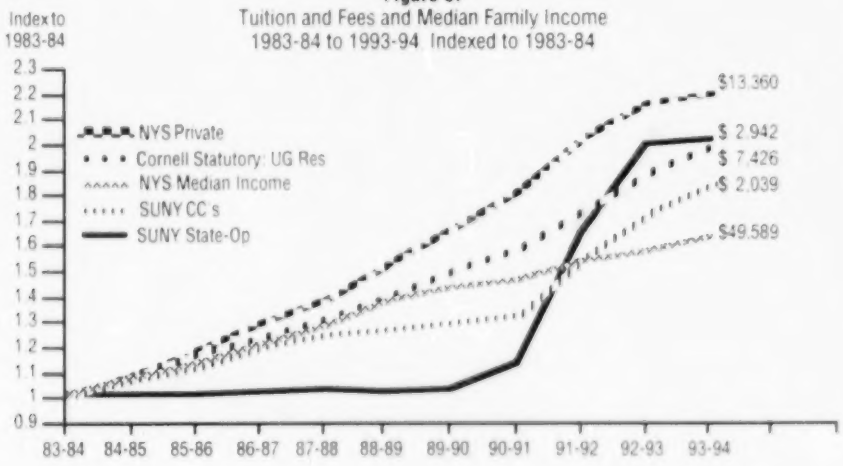
What are the trends in the cost of attendance for the University?

Total cost of attendance for students at SUNY four-year colleges is below regional Middle States averages, and well below the New England average. The average for SUNY Community Colleges is parallel to this for two-year public colleges in the two regions, but SUNY cost of attendance for the Colleges of Technology & Agriculture is well above regional averages for two-year public institutions.

How do SUNY tuition and fee trends compare with other sectors in the State and to trends in median family income?

Tuition and fees for all sectors have increased at a greater rate over the past 10 years than the New York State median family income for four. (see Figure 6)

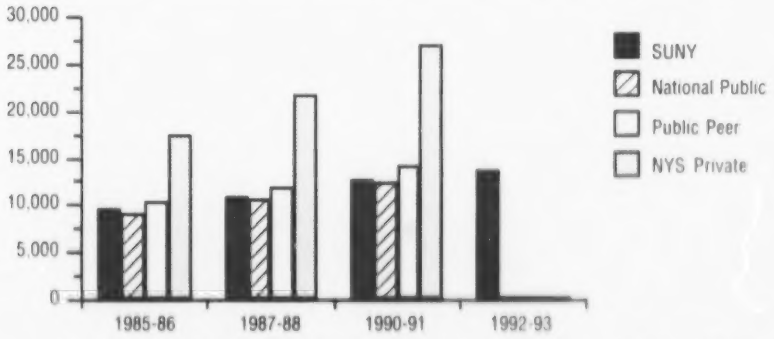
Figure 6.
Tuition and Fees and Median Family Income
1983-84 to 1993-94. Indexed to 1983-84



What are the University's expenditures per student compared to public peer institutions?

The State's per capita investment in higher education has declined relative to the U.S. average. The State's public higher education allocations as a percent of the State's tax revenues have also declined. SUNY is competing with private (NYS) institutions which enjoy a higher level of funding per student. (See figures 7, 9 and 10.)

Figure 7.
Trends in Educational and General Expenditures Per FTE Student
SUNY State-Operated Institutions (Excluding Statutory Colleges)
Compared to National Public, Public Peer and New York State Private Institutions



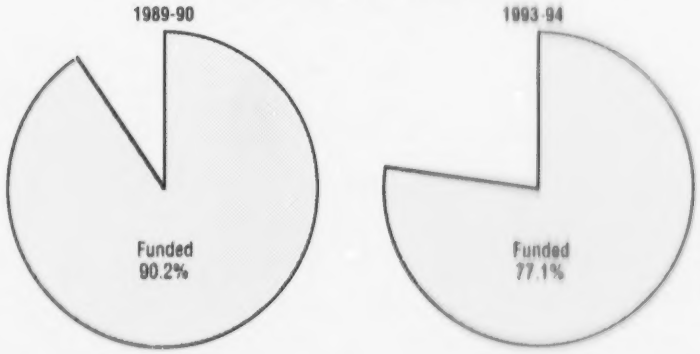
Excludes mandatory transfers, auxiliary enterprises, hospitals and independent operations
FY 1990-91 is the latest (all funds) National data available

Is the University as well funded as it ought to be given its programs?

State funding of State-operated campuses has deteriorated considerably from 1989-90 to 1993-94 as measured by normative modeled ratios derived from good practice in peer institutions.

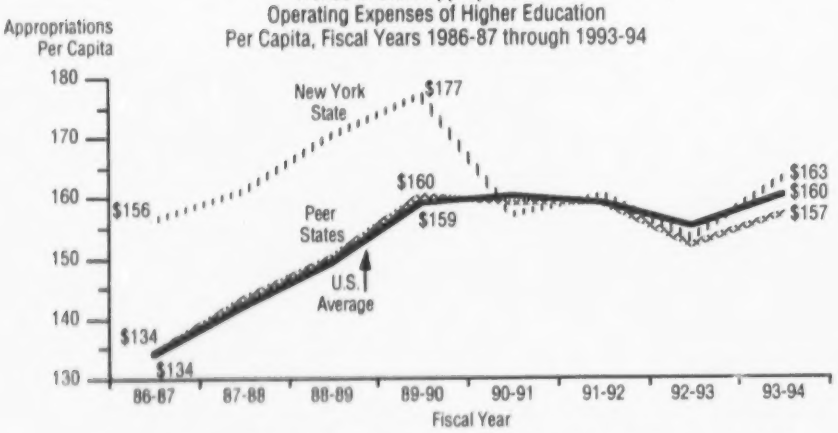
The system average in 1993-94 at 77% of the model represents a decline from a 90% of model level of funding as recently as 1989-90. The system average (77%) is now less than the least well funded campus was in 1989-90 (78%).

Figure 8.
Campus Funding as a Percent of Modeled Need
1989-90 Compared to 1993-94
SUNY State-Operated Campuses



What are the trends in the State's support of higher education compared to national trends?

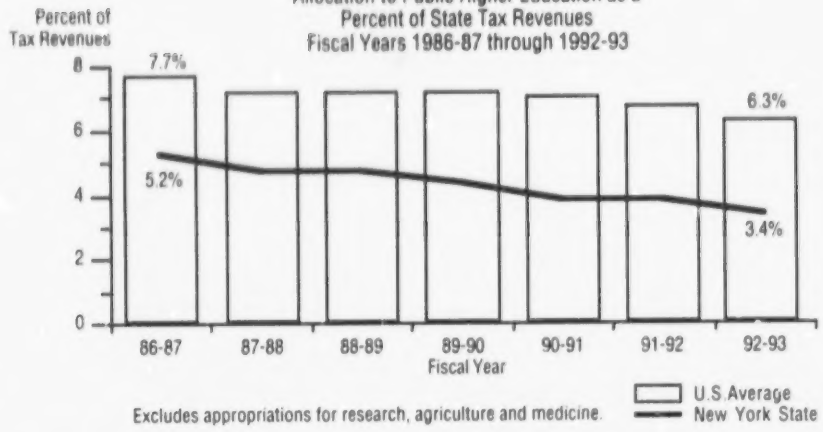
Figure 9.
Trends in State Appropriations for Operating Expenses of Higher Education Per Capita, Fiscal Years 1986-87 through 1993-94



Includes all state tax funds for public and private higher education, both student aid and institutional support.

What are the trends in the State's support of public higher education compared to national trends?

Figure 10.
Allocation to Public Higher Education as a Percent of State Tax Revenues Fiscal Years 1986-87 through 1992-93



Excludes appropriations for research, agriculture and medicine.

This 3.4% of State tax revenues allocated to public higher education in 1992-93 places New York 47th among the states.

What are the chances of a New York State resident being admitted to a State University campus? -for freshmen? -for transfers?

The State University system provides ample opportunity for student access especially if students are willing to file applications to more than one SUNY campus. Every high school graduate in the State of New York is guaranteed access to at least one SUNY institution in the year of their high school graduation.

Figure 11.
Unduplicated Freshmen Applicants
SUNY State-Operated Campuses, Fall 1993

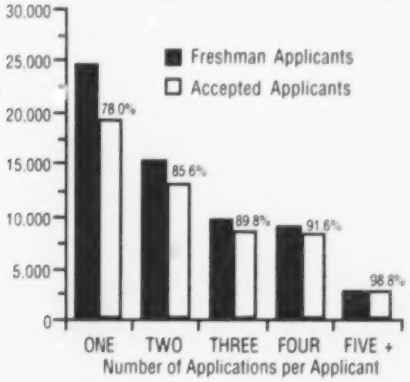
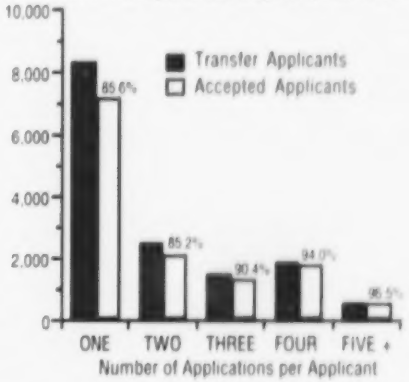


Figure 12.
Unduplicated Transfer Applicants
SUNY State-Operated Campuses, Fall 1993

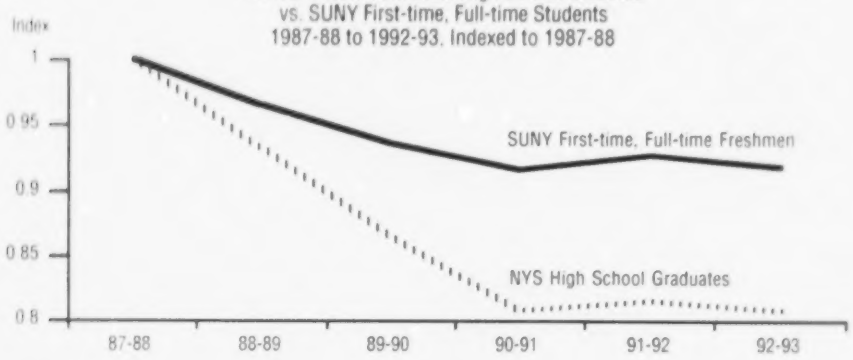


How well has SUNY done in attracting and providing access to first-time students?

The State University has consistently outperformed demographic trends in its ability to attract and provide access to new first-time students.

From 1988 to 1993, the number of New York State high school graduates declined by more than 37,000, a decrease of 19%. During this period, State University System, including the Community Colleges experienced a decline in first-time students of only 8%. The demand for a SUNY education continues to grow.

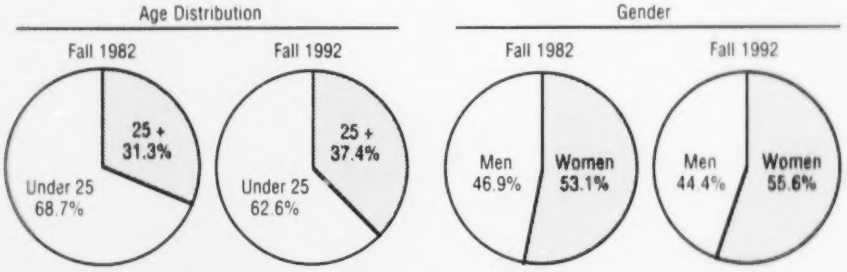
Figure 13.
Trends in New York State High School Students
vs. SUNY First-time, Full-time Students
1987-88 to 1992-93, Indexed to 1987-88



What are the demographic trends in the composition of the student body at SUNY? Are campuses more diverse racially and ethnically? How have students changed in terms of age?

Enrollment patterns at the State University are shifting: its student population is somewhat older; more students are women; and the population is more diverse racially and ethnically.

Figure 14.
Changes in Enrollment of Older Students and Women
State University of New York, Fall 1982 and Fall 1992



SUNY changes in the age and gender distribution of its students mirror changes nationally. The student population is comprised of more students 25 and older and a greater proportion are women.

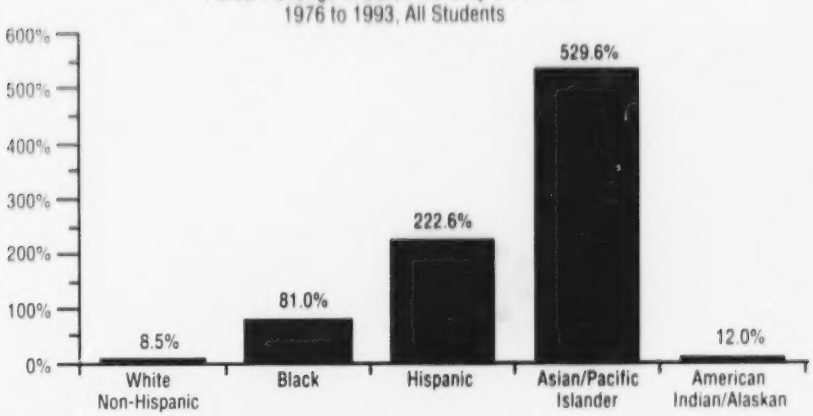
Minority students who are accepted by the State University are not as likely to attend as are the white non-Hispanic students.

Table 1.
Unduplicated Freshmen Applicants
SUNY APC Participating Institutions
Fall 1992

	Decided Applicants	Percent Accepted	Percent Accepted Who Enroll
Total	79,048	86.5	56.6
White	58,242	88.3	61.5
Minority	16,724	81.9	46.5
Unknown	4,082	79.1	21.5

Since the beginning of uniform federal compliance reporting of racial/ethnic enrollments in fall 1976, SUNY has made significant gains in the diversity of its student body.

Figure 15.
Percent Change in SUNY Minority Enrollment
1976 to 1993, All Students



Total Racial/Ethnic known enrollment:

	White Non-Hispanic	Black	Hispanic	Asian/Pacific Islander	American Indian/Alaskan
1993	307,974	27,583	15,967	14,354	1,610
1976	283,839	15,236	4,955	2,200	1,437
Change	24,135	12,347	11,032	12,074	173
% Change	8.5%	81.0%	222.6%	529.6%	12.0%

How do SUNY's graduation rates compare with public peer institutions nationally?

SUNY graduation rates are above national peer averages.

From a national survey of graduation rates, the following graduation rates for students graduating within 150% of the traditional time were found:

Institution Type — Baccalaureate	Public Peer	SUNY
Graduating within 6 years		
All Baccalaureate	54.5%	56.8%
Doctoral/Research Campuses	62.5%	65.0%
Comprehensive & General Campuses	44.6%	49.8%

Institution Type — Two-Year	Public Peer	SUNY Colleges Tech/Ag	SUNY Community Colleges
Graduating within 3 years	25.9%	41.5%	28.6%

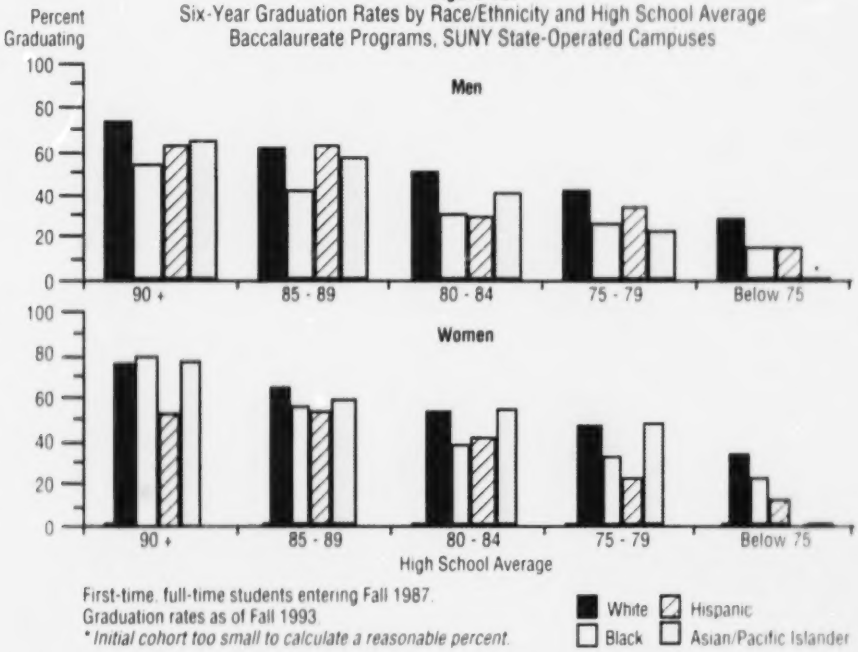
It should also be noted that two-year college graduation rates are lower than four-year rates in part because many two-year students do not intend to complete a degree program but plan instead to transfer to another institution for a higher degree or acquire courses and skills that allow them to enter the workforce without completing a degree.

Do graduation rates vary among student groups in SUNY if one corrects for the high school average of the entering students?

For almost *all* high school grade average groups (90+, 85-89, etc.), and racial/ethnic groups as illustrated below, women demonstrated higher college graduation rates than men.

The overall six-year graduation rate for women was 59.5% as compared to 53.7% for men. Differences between the sexes for certain racial/ethnic sub-groups are even more striking. The Hispanic group seems to differ from the common pattern in that men generally had higher graduation rates than women except for the 80-84 H.S. average group.

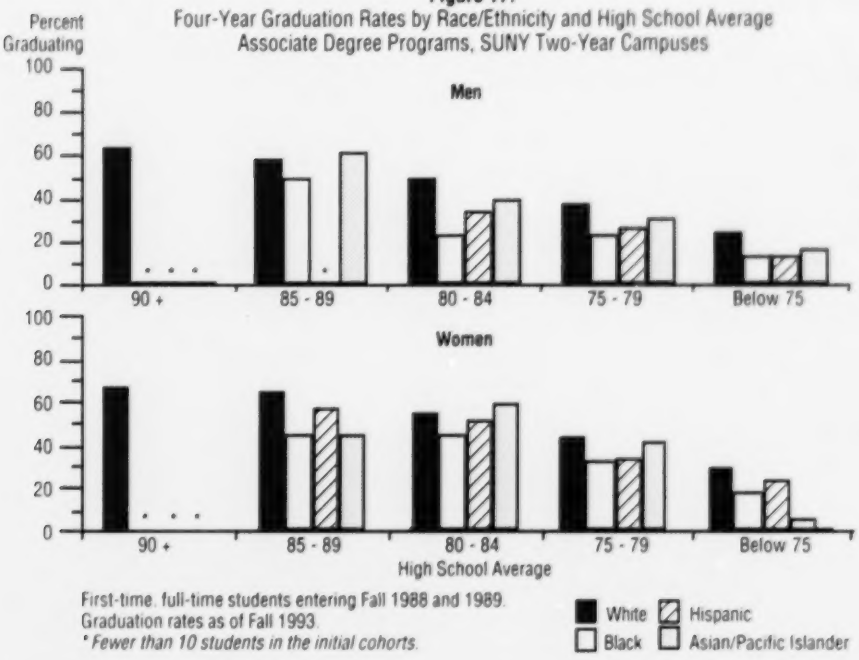
Figure 16.
Six-Year Graduation Rates by Race/Ethnicity and High School Average
Baccalaureate Programs, SUNY State-Operated Campuses



First-time, full-time students entering Fall 1987.
Graduation rates as of Fall 1993.
** Initial cohort too small to calculate a reasonable percent.*

High school program and performance is the most important single factor associated with a higher or more timely graduation rate. The chances for a timely completion of a degree program in four years, or completing at all, are reduced drastically as the high school average declines. Only 38.7% of the men with H.S. averages of 75-79 graduate after six years as compared to 73% for those with H.S. averages of 90+ or even 60% for those in the 85-89 group. A low high school average (and what it represents) is a difficult obstacle to overcome in four years and even six years of college.

Figure 17.
Four-Year Graduation Rates by Race/Ethnicity and High School Average
Associate Degree Programs, SUNY Two-Year Campuses



First-time, full-time students entering Fall 1988 and 1989.
Graduation rates as of Fall 1993.
* *Fewer than 10 students in the initial cohorts.*

For the two-year colleges as well, for almost *all* high school grade average groups, and racial/ethnic groups, women demonstrated higher college graduation rates than the men. (See figure 17.)

41% of the women graduate compared to 33% of the men.

Generally the women for all racial/ethnic groups graduate at higher rates than the men for the same high school average with some exceptions. For both Black and Hispanic groups, the men in the 85-89 H.S. range graduate at a higher percentage, but in the 80-84 H.S. range a higher percentage of the women graduate.

At the two year college level, the graduation rate increases markedly allowing for more time beyond the so-called normal two years for an associate degree program. Taking the graduation rates out to four years doubles the number of students graduating. Clearly many students need more than the traditional length of time to graduate. This is also true for the baccalaureate students, but is more pronounced among the associate degree program students.

What are the known positive graduation and other persistence outcomes for entering students?

Based on Graduation Rates, Transfers and Positive Outcomes per federal Student-Right-to-Know Requirements, the following are noted:

Looking at a summary of overall positive outcomes for Freshman students, at both four-year and two-year colleges, a substantial majority experienced success through graduation or were continuing their studies.

For baccalaureate students SUNY-wide, 75% of the freshman cohort of fall 1986 either had graduated (55%) or transferred to another SUNY college to continue their studies (18%) or were still enrolled at their original college of entry (1.8%). An estimated additional 15% continue their studies outside of SUNY.

Table 2.
Positive Completion and Persistence Outcomes — Baccalaureate Students

Total graduates from institution of initial entry	54.9%
Total transfers without a degree to another SUNY campus	18.0%
Persisters still enrolled at initial campus	1.8%
Total known positive outcomes	74.7%
Estimated transfers to other than SUNY	15.0%
Total positive outcomes	**89.7%**

Note: For first-time, full-time baccalaureate students entering Fall 1986, status as of the Fall 1992 semester.
Source: SUNY Institutional Research, Student-Right-To-Know Reports, NYSED Sector Transfer Summaries.

For two-year college associate degree students SUNY-wide at Tech/Ag. Colleges, 69% of the freshman cohort of fall 1989 either had graduated (42%) or transferred to another SUNY college to continue their studies (24%) or were still enrolled at their original college of entry (3.4%). An estimated additional 18% continue their studies outside of SUNY.

For two-year college associate degree students SUNY-wide at Community Colleges, 52% of the freshman cohort of fall 1989 either had graduated (28%) or transferred to another SUNY college to continue their studies (11%) or were still enrolled at their original college of entry (13.3%). An additional number of about 8% were continuing their studies outside of SUNY.

Table 3.
Positive Completion and Persistence Outcomes — Associate Degree Program Students

Colleges of Technology/Agriculture	
Total graduates from institution of initial entry	41.6%
Total transfers without a degree to another SUNY campus	24.0%
Persisters still enrolled at initial campus	3.4%
Total known positive outcomes	69.0%
Estimated transfers outside SUNY	18.0%
Total positive outcomes	**87.0%**
Community Colleges	
Total graduates from institution of initial entry	27.9%
Total transfers without a degree to another SUNY campus	10.9%
Persisters still enrolled at initial campus	13.3%
Total known positive outcomes	52.1%
Estimated transfers outside SUNY	8.2%
Total positive outcomes	**60.3%**

Note: For first-time, full-time associate degree program students entering Fall 1989, status as of the Fall 1992 semester. Outcomes exclude students who transferred to institutions outside of SUNY. Completions would be higher if these could be included. For every four full-time transfers without a degree from a SUNY two-year college to another SUNY institution, somewhat more than three transfer elsewhere in New York State. Applying these ratios to this cohort yields in the range of another 8% to 18% transfers.
Source: SUNY Institutional Research, Student-Right-To-Know Reports, NYSED Sector Transfer Summaries.

What has the University done to assure that campuses have assessment procedures in place to monitor the quality of programs and curricula and student assessment?

The University has instituted a campus requirement for the development and implementation of Assessment Plans and administrative structures for their implementation to improve the Undergraduate programs of the colleges.

Virtually all campuses have (Student) Assessment Plans.

92% have implemented plans to assess fundamental skills, 71% in general education, 86% in academic programs, 73% in student personal and social growth.

88% of the campuses have active assessment committees.

What do the students think of their educational experience?

Overall college ratings of the University by students have been positive.

Since 1985, the University has administered the *American College Testing (ACT) Student Opinion Survey* every three years to gauge the opinion and judgment of its student body on the quality of services and their educational experience. (The University completed the administration of its fourth Student Opinion Survey in the spring of 1994 and is looking forward to the compilation of these results.) Results are positive with a few areas of concern.

Positive Evaluations:

On a scale of 1 to 5 with 1 = "very satisfied", 3 = "neutral", and 5 = "very dissatisfied", the **students rated their "college in general" with a stable positive score of slightly over 2.** Four-year campuses scored 2.19 and two-year campuses scored 2.12.

Student evaluations have been positive ranging between 2.55 and 2.90 at *four-year* colleges in such areas as:

- Academic Services Facilities
- Governance and Voice
- Institutional Services
- Personal, Quality of Life
- Student Services

Student evaluations have also been positive in these areas for *two-year* campuses with responses ranging between 2.32 and 2.82.

Negative Evaluations:

Negative student evaluations ranging between 3.08 to 4.02 were elicited from *four-year* campuses in the following areas:

- "Availability of courses at the times you want to take them"
- "Parking facilities"
- "Student voice in College Policies"
- "Purposes for which student activity fee is used"
- "Registration procedures in general"
- "Campus food service"

For *two-year* campuses the only areas cited as on the negative side of the neutral score "3" were:

- "Parking facilities" – 3.52
- "Purposes for which student activity fee is used" – 3.08

What do the faculty think of institutional priorities?

Faculty Opinion Survey Results:

The results of the Faculty Survey are similar to national averages reflecting differences by campus type.

Faculty expressed virtual unanimity on the primacy of the educational goal "to develop (the students') ability to think clearly and undertake self-directed learning".

Other response patterns showed faculty to be:

- **strongly committed to promoting the intellectual development of students,**
- **saw themselves as sensitive to the issues of minorities,**
- **were committed to the welfare of the institution,**
- **were strongly interested in the academic problems of undergraduates,**
- **did not see themselves as being at odds with the administration, and**
- **did not see great conformity among the students.**

The survey used was the (UCLA) Higher Education Research Institute (HERI) Faculty Survey for 1992-93. In this Performance Indicators project, the HERI Faculty Opinion Survey was taken as a companion effort to the Student Opinion Survey to elicit the opinions of faculty. Faculty were asked to render their opinion on a number of topics, among them questions dealing with educational goals, institutional priorities, campus climate, institutional and faculty/student relationships.

Other areas showed greater variations among the responses reflecting differences among institution types.

Areas of less uniform agreement were:

- Preparing students for *employment after college*, perhaps reflecting mission differences among institution types. Reporting as "essential or very important" (on a four point scale ranging from "essential" to "not important"):
  - Two-year college faculty were most likely to cite this as essential or very important at 78% or higher.
  - Four-year colleges cited this at 65% for SUNY and 71% nationally. University Centers cited this at 50% for SUNY institutions and 64% nationally.

- Students' personal development as "essential or very important":
  - cited in the 40% to 60% range both for SUNY and nationally with the two-year colleges more likely to cite its importance.

On a more troublesome note:

- Faculty, both nationally and at SUNY, generally feel that most students are **not** *academically well prepared*; the responses fell within a range of a high of 90% at the two year colleges to a low of 73% at the universities. SUNY responses closely resemble national responses in this regard.

- A large majority of faculty, both *nationally and at SUNY*, think that they are **not** rewarded for good teaching.

What is the satisfaction index of the faculty?

Overall, faculty at SUNY institutions, like faculty nationally, claimed an "overall job satisfaction" of between two thirds to three quarters, with the highest satisfaction indicated at the two-year colleges.

The Faculty Opinion Survey dealt with faculty satisfaction in a number of areas. Tallies of faculty responses rating items as being satisfactory or very satisfactory (on a four point scale ranging from "not satisfactory" to "very satisfactory") showed:

- Very high satisfaction ratings were given for "autonomy and independence" (over 80%), "undergraduate course assignments" (76-81%), "professional relations with other faculty" (65-75%), "job security" (66-77%), and roughly two thirds for "working conditions".
- Only slightly less than half expressed satisfaction with teaching loads at the two-year colleges and the four year colleges. Two thirds of the faculty at the University Centers were satisfied with their teaching load.
- Only 25% (two-year colleges) to 47% (University Centers) were satisfied with the quality of their students.
- Faculty in general were less satisfied with their salaries and fringe benefits, SUNY faculty being more satisfied than the national average for universities and two-year colleges, but still scoring a 44% satisfaction for the universities, 34% for the four-year colleges (lower than the national average of 38%) and a 53% satisfaction index for the two-year colleges.

Table 4.
Faculty Satisfaction
Percentage of Full-Time Faculty by Institution Type, HERI Fall 1992 Faculty Opinion Survey
Indicating this Level of Satisfaction with the Following Statements (Very Satisfactory or Satisfactory)

	National Norms Public Institutions			State University of New York by Institution Type		
Statements	**Univs.**	**4-Year Colleges**	**2-Year Colleges**	**U. Centers & HSC's**	**Other Bacc.**	**2-Year Colleges**
Salary and fringe benefits	32.1	37.6	49.9	44.3	33.7	52.9
Opportunity for scholarly pursuits	52.2	38.1	43.8	59.0	37.0	42.6
Teaching load	60.4	46.8	48.9	65.8	46.2	46.8
Quality of students	36.9	37.6	31.1	46.9	36.4	25.9
Working conditions	66.6	62.7	63.7	69.0	59.4	63.1
Autonomy and independence	83.8	80.4	81.5	87.2	84.2	82.1
Professional relations with other faculty	67.1	71.0	77.2	65.0	66.1	75.3
Social relations with other faculty	55.0	60.3	65.8	47.4	51.9	64.8
Job security	70.2	68.9	76.0	71.4	66.5	76.6
Undergraduate course assignments	77.3	76.4	79.8	79.7	75.9	80.6
Graduate course assignments	74.0	68.2	48.5	65.2	30.4	43.5
Relationships with administration	50.1	53.7	53.5	47.7	47.9	51.7
Overall job satisfaction	64.6	66.6	76.5	69.1	62.6	76.0

National Public Institutions: 10 Universities, 68 (4) Year Colleges, and 52 (2) Year Colleges.

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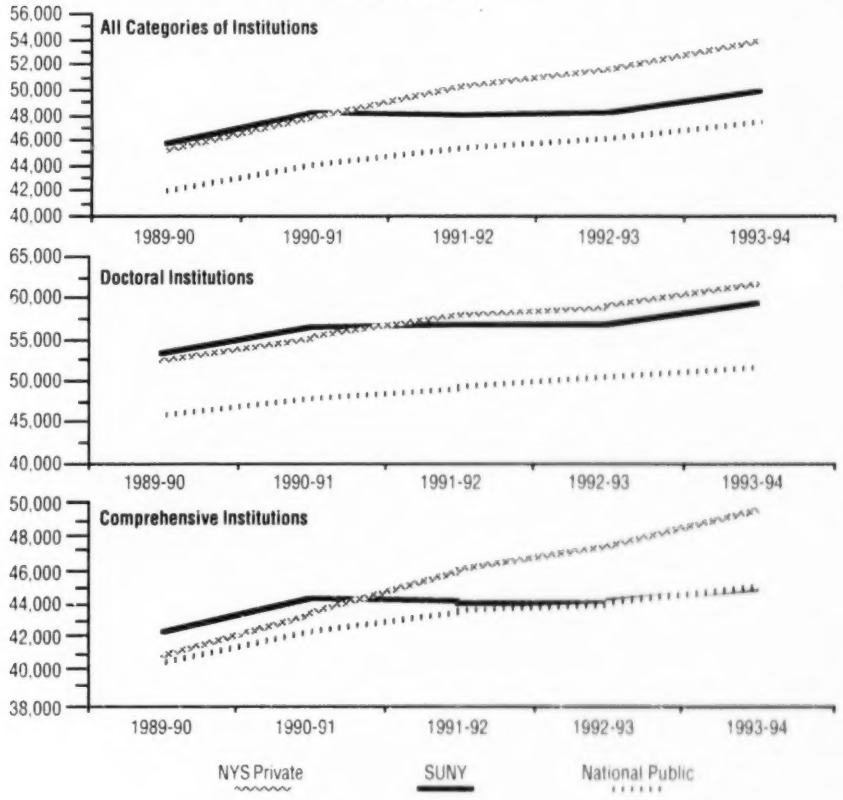
In recent years SUNY faculty have lost ground in the competitiveness of their salaries compared to private NYS colleges and national averages. In 1989-90 SUNY (State-operated campus) faculty salaries were ahead of the national public average and NYS private college averages. By 1993-94, SUNY faculty salary averages had fallen behind the national public and NYS private institutional averages for some institutional groupings. For example, the SUNY University Colleges (Category IIA, Comprehensive Colleges) in 1989-90 were ahead of the national public average by nearly 5 percent and ahead of the NYS private colleges by 4%. In 1993-94, the national public comprehensive colleges had pulled ahead of SUNY and the NYS private colleges were ahead by 10%.

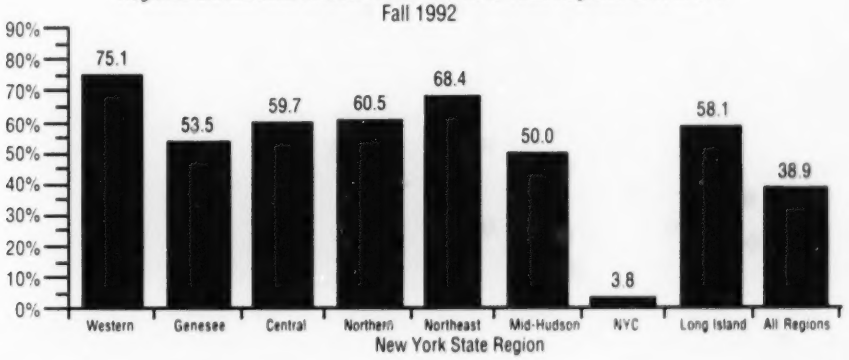
Figure 18.
Annual Average Salary for Full-Time Faculty by Institution Type
1989/90 to 1993/94



What is SUNY's share of the college and university enrollment in New York State and how does this share vary from region to region within the state?

SUNY educates nearly 40% of New York State's college enrollment. In some regions of the State it is very much higher. For many students in New York State, SUNY is the preferred choice, but it is also important to recognize that for many students it is the only reasonable set of options. In the Western region of NYS, SUNY accounts for 75% of the postsecondary enrollment.

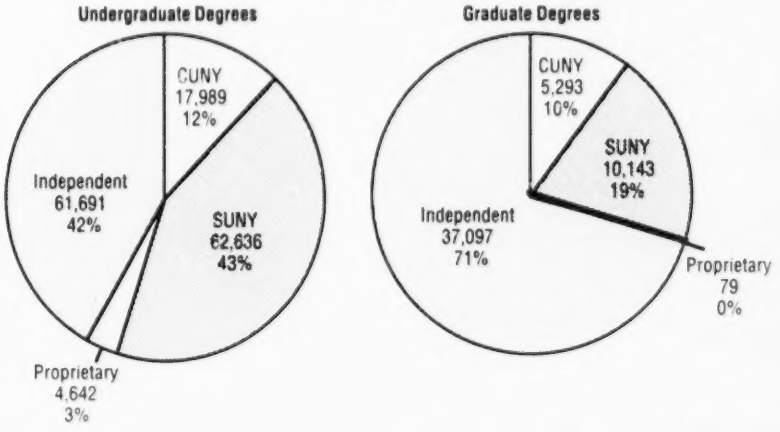
Figure 19.
Headcount Enrollment by Region – All Students
Regional Enrollments of SUNY as a Percent of Total Regional Enrollment
Fall 1992



What is SUNY's share of the degrees granted in the state?

SUNY's degree shares parallel its enrollment share patterns. SUNY grants 37% of the total degrees granted in the State. SUNY's shares outside of NYC range from 39% in the Mid-Hudson region to 72% in the Western region.

Figure 20.
Degrees Granted by Level
All New York State, 1991-92



In terms of discipline groups, to cite a few areas SUNY grants:

- 43% of all degrees in Agriculture and Natural Resources
- 32% of all degrees in Business, Management & Law
- 34% of all degrees in Education
- 36% of all degrees in Engineering and Related Technologies
- 38% of all degrees in Biology and the Health Sciences
- 43% of all degrees in Mathematics
- 41% of all degrees in Physical Sciences and Technologies

SUNY offers the people of New York State a choice of enrolling in one of more than 2,500 different academic programs at 64 campuses Statewide.

Are there opportunities in SUNY for continuing education for the residents of NYS on a non-credit basis?

SUNY complements its credit bearing programs with a vast array of non-credit instructional offerings. Many of the State's citizens who already hold degrees, or are returning to the world of work, or are seeking to improve or maintain their skills, seek this education by enrolling in one or more of the University's 13,000 non-credit courses.

These registrations numbered over 445,679 for a recent six month period.

Instruction is offered in all areas of endeavor professional, business, public service, industrial, and personal development. Avocational instruction is also offered but only constitutes 7% of the total registrations, most of them being in professional and educational upgrading activities.

Table 5.
Non-Credit Instructional Activities and Registrations by Subject Areas
State University of New York – July 1, 1992 through December 31, 1992

Subject Areas	Number of Activities	Enrollment*
State University Total	**12,883**	**445,679**
Agriculture and Forestry	2,187	110,606
Applied Arts	325	5,479
Architecture and Related Professions	11	172
Arts	354	5,451
Biological Sciences	59	2,922
Business and Management	1,831	40,664
Education	922	35,865
Engineering, Applied Arts and Technology	806	14,755
Health Sciences, Professions and Technology	632	35,644
Home Economics, Food Science Arts and Technology	2,040	79,305
Humanities	188	3,820
Law	57	1,081
Liberal Arts and General Studies	627	17,306
Library Services and Professions	6	138
Mathematics	128	7,424
Physical Education	486	12,869
Physical Sciences	71	2,274
Public Services and Professions	582	23,172
Social and Behavioral Sciences	393	9,867
Veterinary and Animal Sciences	99	4,391
Avocational Instruction	1,079	32,474

Source: Non-Credit Instructional Activities Survey, July 1, 1992 – December 31, 1992
* Number of registrations

VI. Graduate Education and Research

What is SUNY's share of doctoral education in New York State?

SUNY has a major role in doctoral education in New York State.

SUNY grants 25% of all the doctoral degrees in the State:

- 100% of the doctoral degrees in the Western Region
- 49.5% of the doctoral degrees in the Northeast Region
- 63.9% of the doctoral degrees in the Long Island Region

SUNY doctoral programs figure prominently in certain disciplines. For example, SUNY grants:

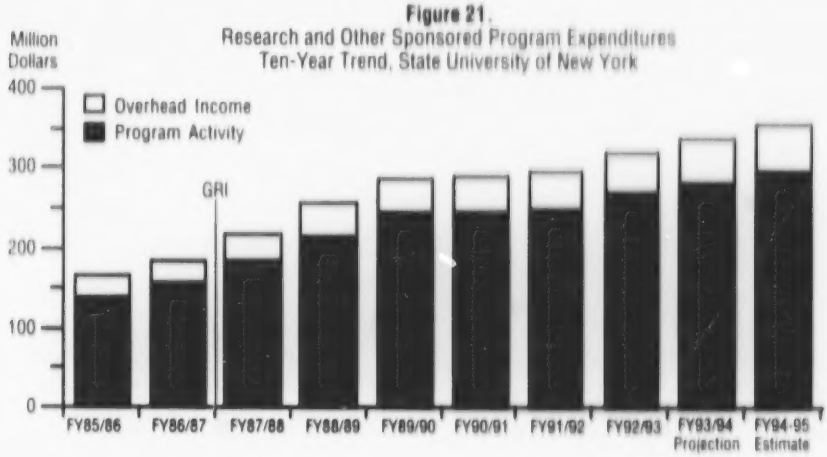
- 87% of the doctoral degrees in Agriculture & Natural Resources
- 37.8% of the doctoral degrees in Biological & Health Sciences
- 30.7% of the doctoral degrees in the Physical Sciences
- 26.6% of the doctoral degrees in Languages, Letters & Area Studies
- 23.5% of the doctoral degrees in Mathematics

How have SUNY's research activities fared in the last several years?

SUNY's research expenditures have grown at a sharper rate than the national average and the average for other New York State institutions.

This is due in part to the Graduate Research Initiative (GRI), a special five-year state-funded initiative which was launched in 1987 to add Centers of Excellence, enhance the quality of graduate programs, and to increase the diversity of graduate and professional students. Between 1987-88 and 1993-94, the investment of $29.6 million in operating funds and $20 million in capital funds was leveraged into a more than $156 million growth in external sponsored programs. The GRI has stimulated a wide range of economic development activities, including technology transfer, collaborative research with industry, facilitation of small business development, enhancement of industrial productivity and competitiveness, and assistance to regional and state-wide efforts to expand international trade. Due to the recession, much of this activity was curtailed in the early 90's. Restoration of funds within the last two years has begun to reenergize this initiative.

Figure 21.
Research and Other Sponsored Program Expenditures
Ten-Year Trend, State University of New York

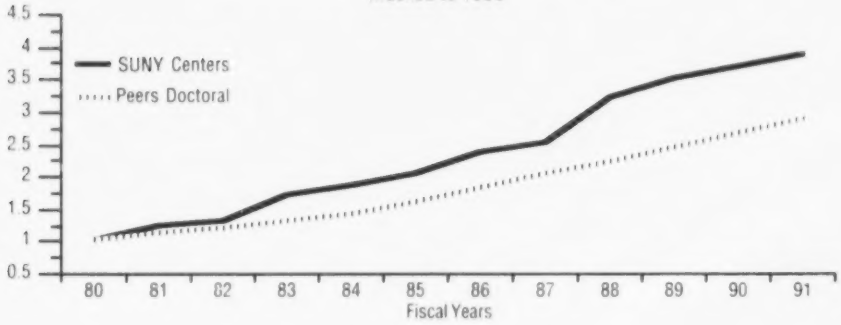


Scholarly Activities of the Faculty and Graduate Students have led to many awards and fellowships from such groups as the National Institutes of Health, National Endowment for the Humanities, National Science Foundation, Guggenheim, etc. In a recent compilation of such awards SUNY faculty earned 23% of the NYS total.

SUNY expenditures in research and other sponsored program activities have nearly doubled between FY 1985-86 and FY 1992-93 going from $164.4 million to $319.1 million. Projections to 1994-95 call for this to grow to $354 million.

Over the last 11 years SUNY's research expenditures have grown nearly 4 fold, the national average nearly 3, and other NYS institutions about 2 and 1/2 fold.

Figure 22.
NSF R&D Expenditures, FY1980-91
SUNY University Centers Compared to Doctoral Peers
Indexed to 1980



What percent of SUNY's medical residencies are in primary care fields?

Of the 2,345 medical residencies at SUNY's Health Science Centers, about 29% are in primary care fields.

Table 6.
Residents in Primary Care
SUNY Health Science Centers
1993

	Total Positions	Primary Care Positions	Percent in Primary Care
All	**2,345**	**684**	**29.2**
Buffalo	643	174	27.1
Brooklyn	806	242	30.0
Stony Brook	465	137	29.5
Syracuse	431	131	30.4

How well has SUNY done in planning and projecting its enrollment?

The University's track record has been quite good in enrollment planning.

Table 7.
Comparison of Annual Average FTE Actual to Budget Goals, 1988-89 through 1992-93
State Operated/Funded Institutions of the State University of New York

Year	A. A. F. T. E. Budget Goals	A. A. F. T. E. Actual	Actual Minus Goal	Difference as a Percent of Actual
1992-93	160,047	160,368	321	0.20%
1991-92	160,742	162,571	1,829	1.13%
1990-91	161,570	164,773	3,203	1.94%
1989-90	159,596	163,772	4,176	2.55%
1988-89	158,536	164,586	6,050	3.68%

What is the instructional workload of the SUNY faculty compared to national averages for similar institutions?

In the most recent published U.S. Dept. of Education National Study of Postsecondary Faculty, SUNY institutions met or exceeded national averages for the average number of classes taught per week.

Table 8.
Average Number of Classes Taught,
Full-time SUNY Faculty Compared to Public Institutions Nationally

Institution Type and Sector	Average Number of Classes
SUNY University Centers	2.35
National Public Research Institutions	1.82
National Public Doctoral Institutions	2.45
SUNY University Colleges	3.74
National Public Comprehensive	3.00
SUNY Tech/Agric. Colleges	5.38
National Public Two Year Colleges	3.53

Sources: National data - 1988 National Survey of Postsecondary Faculty, NSOPF-88, National Center for Educational Statistics. SUNY data - Course and Section Analysis (CASA)

What are the percent of time distributions of the SUNY faculty over various professional activities?

SUNY faculty like the national average spend somewhat more than 50 hours per week on their professional activities for all institution types.

The recent Faculty Opinion Survey also solicited from faculty a distribution of time for various professional activities. Patterns of distribution by activity reflect institutional mission with University faculty spending more time on research, scholarly writing and creative performances than four year college faculties who in turn spend more time on such activities than two year college faculties. Correlatively two year college faculty spend a greater percentage of their time on scheduled teaching. Other distributions of time for advising and counseling students, administrative and committee work, and public service are about the same for all institution types both in SUNY and nationally.

Table 9.
Hours Per Week Spent on Professional Activities
Full-Time Faculty By Institution Type,
SUNY Faculty Compared to National Norms

	National Norms			State University of New York		
	Univs.	4-Year Colleges	2-Year Colleges	Univ. Centers HSC & Stat. Colleges	Other 4-Year	2-Year Colleges
Estimated total hours per week for all activities	**50.8**	**51.2**	**51.7**	**51.9**	**52.1**	**51.7**
Scheduled teaching or preparing for teaching	20.7	25.5	30.9	19.3	25.3	30.5
Advising/counseling students	4.6	5.1	4.9	4.8	5.3	5.0
Committee work, meetings and administration	7.4	7.9	7.0	7.8	7.3	7.0
Research, scholarly writing, creative products, and performances	13.0	7.6	3.4	15.8	8.8	3.6
Consultation and public service	5.1	5.1	5.5	4.1	5.5	5.6

HERI Faculty Survey. Los Angeles: Higher Education Research Institute, UCLA.
Note: At the request of the Provost, most SUNY institutions participated in the Fall 1992 administration of the HERI Faculty Opinion Survey.
The responses of the SUNY institutions have been tabulated based on a tape provided to the SUNY System Administration Office of Institutional Research by the Higher Education Research Institute.

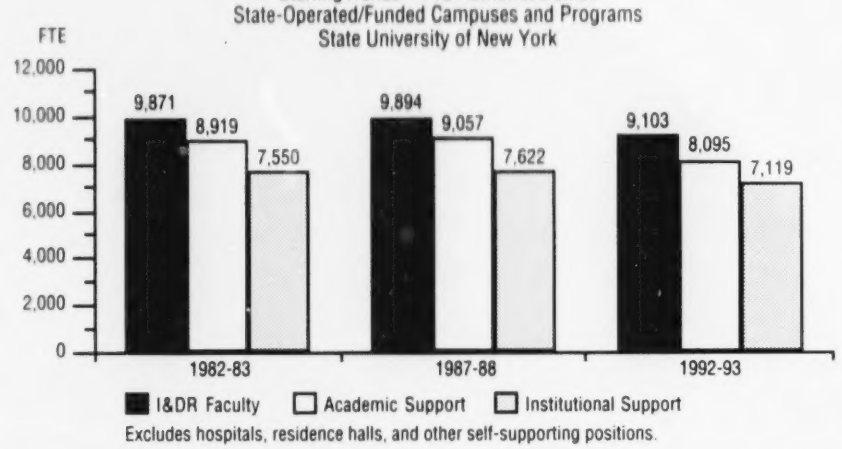
What are the trends in the staffing of the University?

In the period from 1987-88 to 1992-93, *excluding* hospitals, residence halls and all other self-supporting positions:

There was an overall loss of some 2,256 positions or -8.5%. This was distributed as:

- 791 or -8.0% in Faculty positions
- 962 or -10.6% in Academic Support
- 503 or -6.6% in Institutional Support

Figure 23.
StaffingTrends – FTE Authorized Lines
State-Operated/Funded Campuses and Programs
State University of New York



Excludes hospitals, residence halls, and other self-supporting positions.

How do SUNY staffing ratios compare with national peers and how many positions would SUNY have if staffed at the same level as its peers (including hospitals, residence halls and other self-supporting positions)?

Student Staff ratios for the SUNY State-operated campuses are worse than national averages, peer institutions and particularly NYS private institutions for a similar composite of institutions on a enrollment weighted reconstruction of the system by campus type.

SUNY State-operated campuses would have an additional 1,885 positions if staffed at the same level as its public peer institutions.

SUNY State-operated campuses would have an additional 8,885 positions if staffed in a manner similar to NYS private institutions.

Table 10.
Modeled FTE Staff at SUNY State-Operated Institutions
Modeling Based on Student/Staff Ratios at National Institution Types
Staffing Based on the Fall 1991 EEO-6 Report

		Professional Staff		
Institution Type	Total Staff	Non-Teaching Professionals	Faculty	Support Staff
SUNY actual	33,958[a]	8,848	10,635	14,475
SUNY modeled as:[a]				
National Public	34,377	9,146	10,544	14,687
Difference from actual	419	298	-91	212
New York private[b]	39,822	11,408	12,308	16,086
Difference from actual	8,885	3,226	2,739	2,920
Public Peer[c]	35,048	9,410	10,500	15,138
Difference from actual	1,885	758	143	984

[a]These figures are the modeled values for SUNY State-operated campuses based on an enrollment weighted reconstruction of the system by federal NCES institution types and national actual averages for these institutional groupings.
[b]SUNY comparison excludes TechnologyAgriculture Colleges and Maritime.
[c]SUNY comparison excludes Purchase and Optometry.

Includes hospitals, residence halls and other self-supporting positions.

What is the condition of SUNY's physical plant?

SUNY costs in the maintenance and operation of its physical plant are below regional and national averages.

Since 1984-85 SUNY's physical facilities have grown from 65.2 million outside gross square feet (OGSF) to 68.8 million.

SUNY building condition is 30% in excellent to good condition, 53% in fair condition and 17% in poor condition. The standards used to rate the buildings are:

- **Good to Excellent** — Conditions generally at an acceptable level. Routine maintenance effort and appropriate funding required to maintain this level.
- **Fair** — Conditions at a minimally acceptable level. Improvements involving greater than routine maintenance effort and additional funding required.
- **Poor** — Conditions below minimally acceptable levels. Conditions require substantial capital, repair and M&O funding, and/or considerable maintenance effort to be improved.

Recent comparisons of SUNY's cost per outside gross square feet (OGSF) compared to national and regional averages shows SUNY at $2.44 per OGSF, compared to an Eastern average of $3.24 or 24% below the regional average.

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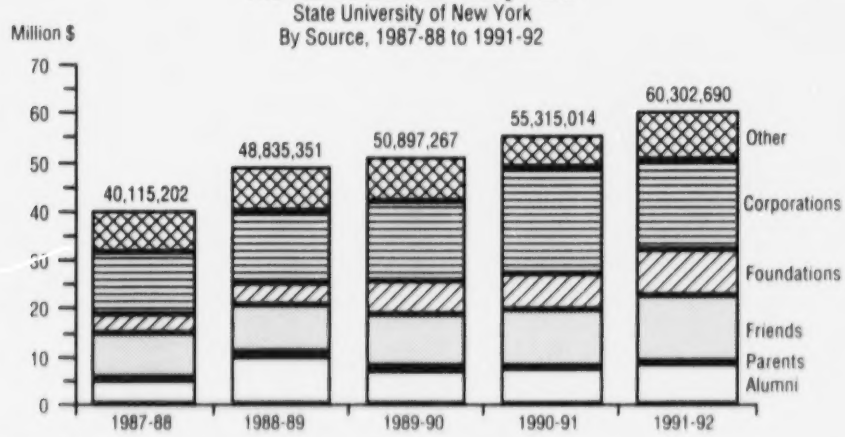
What are the trends for SUNY in the area of voluntary giving?

SUNY has shown a remarkable growth in funding from voluntary sources.

Five year trends show gifts from organizations and individuals up from $40 million in 1987-88 to $60 million in 1991-92, an increase of 50% in five years.

Figure 24.
Five-Year Trend in Fund Raising Efforts
State University of New York
By Source, 1987-88 to 1991-92



What are the trends in the racial/ethnic and gender composition of SUNY's work force?

SUNY has done well in increasing the diversity of its work force.

From fall 1985 to fall 1993, the percent of **female** full-time employees at State-operated campuses has:

- grown 11% and now constitutes more than half of all employees at 51%,
- grown 42% for professional non-teaching employees,
- grown 9% for faculty,
- declined by 2.6% for female employees in support positions.

At Community Colleges, **female** full-time employees have:

- grown 20% and now constitute more than half of all employees at 52%,
- grown 119% for professional non-teaching employees,
- grown 2% for faculty,
- increased by 9.6% for female employees in support positions.

For the same time period, full-time **minority** employees at the State-operated campuses have:

- grown 23.5% and now constitute 18.3% of all employees,
- grown 42% for professional non-teaching employees,
- grown 24% for faculty,
- increased by 14.6% for minority employees in support positions.

For the same time period, **minority** employees at Community Colleges have:

- grown 37% and now constitute 9.6% of all employees,
- grown 130% for professional non-teaching employees,
- grown 45% for faculty,
- increased by 10.1% for minority employees in support positions.

Figure 25.
Percent Change in Number of Employees
By Gender and Race/Ethnicity
SUNY State-Operated Total: Fall 1985 to Fall 1993

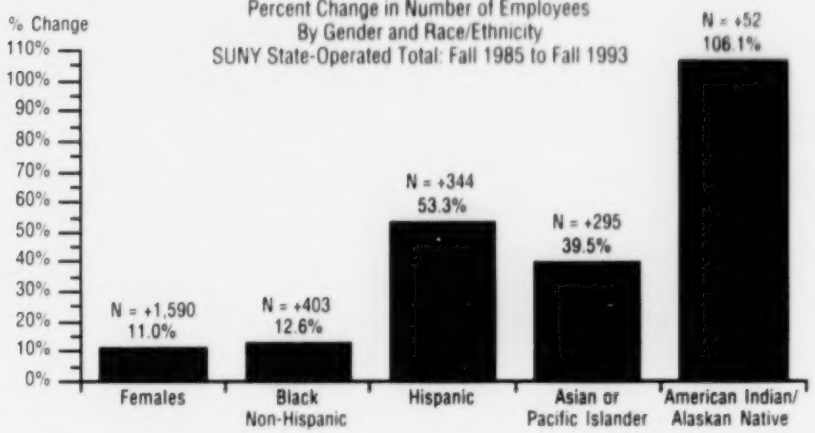
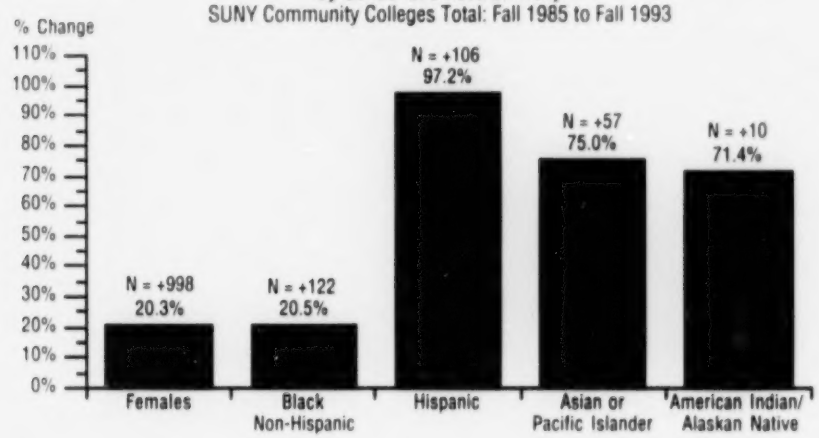


Figure 26.
Percent Change in Number of Employees
By Gender and Race/Ethnicity
SUNY Community Colleges Total: Fall 1985 to Fall 1993

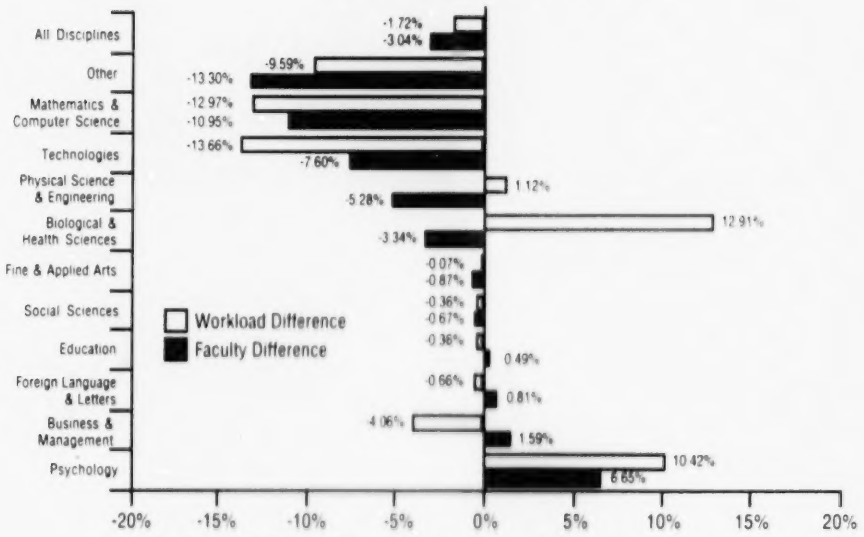


How have SUNY's faculty resources changed by discipline area over the last several years compared to student demand?

Generally changes in workload demand were followed by increases or decreases in Full Time Equivalent (FTE) faculty assigned to these areas. Although faculty are not easily moved from one area to another, the moves generally were along these lines. Some exceptions were: Business & Management, Biological Sciences and Physical Sciences and Engineering wherein demand and resources moved in opposite directions in this period.

Reductions in SUNY funding and loss of positions have made it difficult to reallocate positions to meet demand.

Figure 27.
Percent Change in FTE Faculty and FTE Workload
CASA Institutions – Fall 1987 to Fall 1992
State University of New York



Excludes Empire State, all HSC's, Optometry, Veterinary Medicine.

CASA: Course and Section Analysis, the University's instructional workload reporting system.

VIII. Summary

These Performance Indicators tell us that the State University of New York has endured some difficult periods of financial contraction, but has remained steadfast in its commitment to its central mission of providing access to quality education to the people of the State of New York of all ages and diverse cultural backgrounds. It has also improved the diversity of its work force, and contributed to the work force of the State by graduating thousands of well-educated and well-trained students. The University's graduation rates compare well and are indeed higher overall than comparable national public peers. It has made major strides in nurturing the growth of its research enterprises and has realized significant growth in the voluntary support of the University. It's major constituency populations, the student body and the faculty, give it an overall favorable and satisfactory rating.

The University has coped well with funding reductions and is encouraged by its improved funding for 1994-95, which will allow it to begin to address some of the areas that were most severely impacted by the reductions of the last several years.

The University is committed to a process of continued self evaluation with the expectation that this will contribute to a dialogue among the University's major constituencies and supporters. It looks forward to an evolution of this process to maintain an informed measure of trends describing the major aspects of the University's activities.

It seeks to be realistic in its expectations without losing sight of its major responsibilities to educate the next generation of citizens and to help all generations cope with a rapidly changing world as it affects their lives and educational needs and aspirations, whether they be educationally under-prepared adults, new high school graduates, persons facing mid-career changes or persons over 65 seeking an enrichment of their lives through continued study and education.

The University is a vast and multifaceted enterprise that continually benefits thousands upon thousands of the citizens of the State in myriad interactions through credit bearing instruction, research, continuing education, non-credit instruction, advice and counsel to business and industry, the economic development of the State, public service, and the cultural enrichment of its communities. It provides continuing hope and the possibility of self-improvement and advancement for all who wish to avail themselves of the opportunities it provides.

IX. Data Sources

Figure 1. Federal (IPEDS) Financial Statistics Surveys, NCES, U.S. Department of Education, Washington, D.C.

Figure 2. SUNY System Administration Office of Finance and Business.

Figure 3. Community College Annual Reports, Office of the University Controller.

Figure 4. The College Board: *The College Cost Book 1993-94* and earlier editions; N.Y.S. Education Department, Postsecondary Policy Analysis-HEDS; SUNY System Administration Office of Institutional Research, Basic Student Charges survey.

Figure 5. The College Board: *The College Cost Book 1993-94* and earlier editions; N.Y.S. Education Department, Postsecondary Policy Analysis-HEDS; SUNY System Administration Office of Institutional Research, Basic Student Charges survey.

Figure 6. NYS Department of Economic Development (NYS family of 4 median income); NYS Department of Education (NYS private 4-year colleges); SUNY System Administration Office of Institutional Research (Cornell, SUNY State-operated, and Community Colleges).

Figure 7. Federal (IPEDS) Financial Statistics Surveys, NCES, U.S. Department of Education, Washington, D.C.

Figure 8. SUNY System Administration Office of Finance and Business.

Figure 9. *Grapevine*, M.M. Chambers and E.R. Hines, Center for Higher Education, Illinois State University, 1982-1993; *Statistical Abstract for the U.S.*, various editions for resident population.

Figure 10. Research Associates of Washington: *State Profiles: Financing Public Education 1978 to 1993*.

Figure 11. SUNY System Administration Office of Policy Analysis.

Figure 12. SUNY System Administration Office of Policy Analysis.

Figure 13. SUNY System Administration Office of Institutional Research, SUNY System Administration Office of Policy Analysis.

Figure 14. SUNY System Administration Office of Institutional Research.

Table 1. SUNY System Administration Office of Policy Analysis.

Figure 15. SUNY System Administration Office of Institutional Research.

Page 12: Graduation rates: SUNY System Administration Office of Institutional Research, a national survey of graduation rates of peer institutions.

Figure 16. SUNY System Administration Office of Institutional Research.

Figure 17. SUNY System Administration Office of Institutional Research.

Table 2. SUNY System Administration Institutional Research, Student-Right-to-Know reports, NYS Department of Education sector transfer summaries.

Table 3. SUNY System Administration Office of Institutional Research, Student-Right-to-Know reports, NYS Department of Education sector transfer summaries.

Table 4. UCLA Higher Education Research Institute (HERI) Fall 1992 Faculty Opinion Survey.

Figure 18. *Academe*, A.A.U.P., March-April 1990, March-April 1991, March-April 1992, March-April 1993, and March-April 1994.

Figure 19. N.Y.S. Education Department, Postsecondary Policy Analysis- Higher Education Data System (HEDS), (NYSED 2.4).

Figure 20. N.Y.S. Education Department, Postsecondary Policy Analysis-HEDS.

Table 5. SUNY System Administration Office of Institutional Research, Non-Credit Instructional Activities Survey, 7/1/92 - 12/31/92.

Figure 21. SUNY Research Foundation, Yearly Financial Plan.

Figure 22. National Science Foundation, Computer Aided Science Policy Analysis & Research (CASPAR) Database System.

Table 6. SUNY System Administration Office of Institutional Research.

Table 7. SUNY System Administration Office of Institutional Research, SUNY System Administration Office of Policy Analysis.

Table 8. National Survey of Postsecondary Faculty, National Center for Educational Statistics, SUNY system Administration Office of Institutional Research, CASA system.

Table 9. UCLA Higher Education Research Institute (HERI) Fall 1992 Faculty Opinion Survey.

Figure 23. SUNY System Administration Office of Finance and Business.

Table 10. Federal (IPEDS) Fall Enrollment Survey, NCES, U.S. Department of Education, Washington, D.C. Federal EEO-6 Reports.

Figure 24. SUNY System Administration Office of University Relations.

Figure 25. Federal EEO-6 reports, SUNY System Administration Office of Affirmative Action, SUNY System Administration Office of Institutional Research.

Figure 26. Federal EEO-6 reports, SUNY System Administration Office of Affirmative Action, SUNY System Administration Office of Institutional Research.

Figure 27. SUNY System Administration Office of Institutional Research, Course and Section Analysis System.

Acknowledgements

The development and production of the first Performance Indicators Report for the State University of New York required an enormous effort by a number of people and offices here at System Administration and at the campuses.

SUNY is fortunate to have a well-developed and comprehensive data base that allows the University to meet a large number of requirements. In addition to required New York State and federal reporting, we use the data for policy analysis, planning, and to prepare special studies. While the data base is regarded throughout the country as one of the very best, it is only the first step in the actual production of a complex special report. The actual production of performance indicators required taking Provost Joseph C. Burke's initial ideas and developing those ideas into a comprehensive framework that included the identification of an appropriate indicator, the comparison to be made, and the data source.

While a number of people and offices here at System Administration were involved, the primary responsibility for the report fell to the Office of Planning, Policy Analysis and Institutional Research. Dr. Thomas M. Freeman, Associate Provost for Planning and Policy Analysis, coordinated and organized the process along with Mr. Tommy Annas, Assistant Provost for Institutional Research, and Dr. Sherwin Iverson, Assistant Provost for Policy Analysis.

Mr. Annas and his staff had responsibility for the day-to-day task of organizing and developing the data base into a manageable set of products that ultimately resulted in this first report. Every member of the office had responsibility for some phase of the process, and it is important that each member be recognized. These include: Craig Billie, Gary Blose, Peter Brickman, Sally Jack, Catherine Regan, Marilyn Sango-Jordan, Leroy Spoor, and Gerald Toomey. Of special note were the efforts of Gary Blose, who dealt with complex peer data and results of the various surveys such as the Student Opinion Survey and the UCLA HERI Faculty Survey. Sally Jack developed the graphs and charts, and Roy Spoor generated much of the basic data for the tables. At various times we were assisted by Adrian Fercu, Sameer Goyal, and Polly Rizova, graduate students from the University Center at Albany.

Many others contributed in significant ways. There was a Task Group on Performance Indicators that helped with the initial design of the Performance Indicators Report. That advisory group consisted of Provost Burke, Chairman; Gabriel Basil, President, Schenectady Community College; James Chen, President, Faculty Senate; Mary Ellen Duncan, President, College of Technology at Delhi; Heidi Mahoney, Associate Vice President for Academic Planning, University College at Fredonia; Thomas Moran, Vice President for Academic Affairs, University College at Plattsburgh; Michael Scullard, Vice President for Administration, University Center at Binghamton; Allan Shaw, President of Faculty Council of Community Colleges; Fredericks Volkwein, Director of Institutional Research, University Center at Albany; and Rolf Zerges, Academic Vice President, College of Technology at Alfred.

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Most recently, a draft report was reviewed by a Presidential Performance Indicators Advisory Committee consisting of Robert Brown, Ulster County Community College; Terry A. Cline, Columbia-Greene Community College; Lois B. DeFleur, University Center at Binghamton; William R. Greiner, University Center at Buffalo; Donald A. MacPhee, University College at Fredonia; John E. Van de Wetering, University College at Brockport; and Frederick W. Woodward, College of Technology at Morrisville.

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